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ABSTRACT

Three Spanish explorers who visited the southern California region were Juan Cabrillo, Sebastian Vizcaino, and Gaspar de Portola. In the 1500s, the king of Spain sent explorers from Mexico to Baja and Alta, California, (most of today's California) looking for new wealth, gold, and a waterway to the Strait of Anian. Europeans thought that California was an island. Stories were told that the supposed Strait of Anian would connect the Pacific and the Atlantic Oceans. Students learn the reasons why the Spanish explored the coast of California, why the early settlers came to the area, and why people continue to come today. Suggested unit implementation time is 3 weeks. The content is specific to southern California. An asterisk in the text indicates where resources from other regional areas can be inserted. The lesson provides teacher background; lists focus questions; and presents additional information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." Assessment opportunities are embedded in the curriculum and occur throughout the unit, while focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested in the lesson. Contains resources for the sample topic. Appended are sample worksheets, as well as additional information sheets on various Spanish explorers and maps. (BT)

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ED 462 337

CALIFORNIA History-Social Science
Course Models

Explorers of the Local Region

Grade 3 Model Lesson for Unit 3, Standard 3

Written by Denise Smith with Melanie Edmond, Akida Kissane Lewis and Dr. Priscilla Porter

SO 033 559

1999

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Unit 3: Explorers of the Local Region

STANDARD:3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions

2. the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship

3. why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

Sample Topic for Standard 3:

Early explorers who visited the local area, the newcomers who settled here, why they came, and the newcomers who continue to come to the region, including their cultural traditions.

Suggested Time:

3 weeks

Written by Denise Smith, Los Angeles Unified School District, in conjunction with Melanie Edmond, Akida Kissane Lewis, and Dr. Priscilla Porter under the auspices of the Center for History Social Science Education at California State University, Dominguez Hills.

DESCRIPTION OF THE UNIT:

Students will learn the reasons why the Spanish explored the coast of California, why the early settlers came to the local area, and why people continue to come today.

TEACHER BACKGROUND:

***Note: The content in this unit is specific to Southern California. An * in the text indicates areas where resources from your region need to be inserted, including:**

- **Teacher Background**
- **Primary sources for early explorers to your region**
- **Newcomers who settled in your region**
- **Population census figures for your community**
- **Student Reader (Appendix 11)**

Three of the Spanish explorers who visited the Southern California region are Juan Cabrillo, Sebastian Vizcaino, and Gaspar de Portola. In the 1500's, the King of Spain sent explorers from Mexico to Baja and Alta California (most of California today) looking for new wealth, gold, and a waterway, the Strait of Anian. Stories told that the supposed Strait of Anian would connect the Pacific and Atlantic Oceans. Europeans thought, at this time, that California was an island.

Juan Rodriguez Cabrillo was the first European to explore the Pacific Coast. Cabrillo was in command of two ships, the San Salvador and the Victoria. These ships were called caravels and were approximately 100 feet long. They set sail in June 1542 from what is now the western coast of Mexico. The ships sailed north against strong currents and heavy winds. (Refer to Appendices 4a, 4b, 4c and 4d.)

On October 8, 1542, Cabrillo sailed into a large bay they called the Bay of Smokes. Los Fumos. At first, Cabrillo thought this area was very foggy but later found it to be filled with a haze of smoke from the fires of the local Indian tribe, the Suangna. Known today as the Bay of San Pedro, it was mostly a marshy swamp land. When Cabrillo discovered the Bay of San Pedro he was not looking for this natural port; it was an accidental discovery.

Although Cabrillo's actual ship logs are gone, summaries made by Juan Paez, a 16th century historian and possible friend of Cabrillo, indicate that Cabrillo anchored in San Pedro on October 8, 1542. According to Paez, Cabrillo announced, "This bay lies at latitude 35 degrees, and is a good port, and a good land of many valleys, plains and groves."

Cabrillo never set foot on the land but what he saw was a natural bay, sheltered from the northwest, west. and southwest winds by the Palos Verdes Peninsula. Cabrillo died on San Miguel Island in January of 1543 from an infection he received after an earlier fall in which he broke his arm. Cabrillo's crew later traveled north past San Francisco. Some historians think they traveled as far as what is now the Oregon border.

Sebastian Vizcaino set foot on land in the San Pedro area 60 years after Cabrillo. The King of Spain and the Viceroy of Mexico set up Vizcaino with 3 sailing ships to explore and chart the shoreline route Cabrillo sailed earlier. He sailed from San Diego on November 10, 1602 visiting offshore islands such as Santa Catalina and naming them after saints.

Vizcaino encountered Native Americans hunting for sea otter in wooden planked boats. They were friendly and provided his crew with fresh water, fish, abalone, wild cabbages and sweet potatoes.

On November 28, 1602, Vizcaino sailed from Catalina to the mainland to a place noted on his ship's log as Bahia de Fumos, the Bay of Smokes. Vizcaino, like Cabrillo, thought this area would make a good port because of the protection of the peninsula to the west and the safety of the small island (later called Dead Man's Island). After anchoring in what is now the Fort MacArthur area, Vizcaino proclaimed it Ensenada de Andres in honor of St. Peter from Alexandria.

The Russians are Coming

The Spanish did not explore the coast of California further until 1769 when the King of Spain, Charles the III, heard that the Russians were moving south down the coast of what is now is California. These explorers were hunting sea otter and found the climate better near Fort Ross than in their colony of Alaska. In 1769 there was a serious attempt by the King of Spain to have explorers stop the land claims by Russia. Spanish explorers were sent to look for settlement sights, establish missions to convert the Native Americans to Christianity, and finally to establish presidios or forts to protect the land from other European nations.

Several land and sea expeditions were organized which under the direction of the Governor of Mexico, Fernando de Neve. His plan was to establish two permanent settlements in Alta, California: one in San Diego and one in Monterey. He sent three ships. The first ship, the San Antonia, sailed north from La Paz for San Diego and arrived on April 11, 1769 carrying less than 100 men. The second sister ship landed 18 days later with half of its crew dead of scurvy or lost at sea. The third ship setting out from San Blas vanished without a trace.

Two overland groups from Loreto and Velicata in Baja, California left San Diego two weeks after the ocean voyage group. The first group marched 50 days under the direction of Moncado and Fr. Crespi, arriving in San Diego on May 14, 1769. They brought small herds of cattle.

Gaspar de Portola

One of the most significant explorers of the Southern California region was Gaspar de Portola who led the second overland expedition that reached San Diego on June 29, 1769. Portola's chief aide was Pedro Fages and one of his leather jacket soldiers was Juan Jose Dominguez. (Refer to Appendices 6a, 6b, 6c and 6d for information about Portola.)

Juan Jose Dominguez

On the Portola expedition, Juan Jose Dominguez protected Father Serra, acted as an interpreter with the Indians, and worked at the task of founding a chain of missions in present day California. After he arrived in Alta California, Dominguez stayed in the army for another 13 years. Upon his retirement from the military in 1782, at the age of 59, Dominguez raised livestock. After his 30 years of military service in Mexico and Alta California, Juan Jose Dominguez was given a sizable tract of land including all of the harbor area south of the Pueblo de Los Angeles. The year was 1784. This was the first Spanish land grant in Southern California.

Settlement of Pueblo de Los Angeles by Los Pobladores

Soldiers, such as, Juan Jose Dominguez, had earlier explored and mapped the way for the first group of settlers to Los Angeles. Known as the Los Pobladores, the founding eleven families (the Founding Forty- Four) were farmers, artisans, and cattleman. Captain Fernando X. Rivera, who directed the endeavor, offered the families money, supplies, tools, animals, clothing, a limited period of no taxation, and access to land. Due to harsh living conditions and the heat, Rivera was only able to get eleven families instead of the twenty-four he needed to make the trip to Los Angeles. Los Pobladores left Los Alamos, Sonora February 2, 1781 and arrived at the San Gabriel Mission in June and July of 1781. These settlers and their families were escorted by fifteen soldiers. (Refer to Appendices 12a, 12b, 12c, 12d, and 12d for more information.)

The early settlers of Pueblo de Los Angeles built an agricultural settlement by the Los Angeles River. They constructed adobe homes, raised stock and planted fields. The products of their farms were used to relieve dependence on ship-borne importations. The extra products produced were sent to the presidios and missions of Santa Barbara. Because of the severe flooding in 1815, the site of the plaza was relocated to just northwest of the present day Plaza (which includes Olvera Street.)

Many times Juan Jose Dominguez left the Rancho San Pedro to visit the new Pueblo de Los Angeles. In fact, in 1791, when Dominguez sponsored an Indian by being his Godfather, he was listed in the Mission San Gabriel Records as vecino or resident-citizen of the Los Angeles Pueblo. He was also listed as a resident in the 1791 census of the Pueblo. Dominguez continued to be padrino or godfather to other members of the founding families. After the age of 50, Juan Jose Dominguez became engaged to one of the Pobladores, Maria Antonio Rodriguez. She was a year old when she came with her parents to the pueblo. Maria called off the engagement in 1794 due to their large age difference. She was 14 and he was 57. Had Dominguez married Rodriguez, the Rancho San Pedro may have had a far different legacy than the one we study today.

FOCUS QUESTIONS:

1. When did your family come to the local area and why did they come?
2. Who were the early explorers that came to the local area and why did they come?
3. Who were the early settlers of the local region and why did they come?

BEGINNING THE TOPIC

Focus Question: When did your family come to the local region and why did they come?

My Family's Migration to Our Community

Ask students to conduct an interview with a parent, older relative, or guardian to determine the following: (See Appendix 1)

When did your family (or ancestors) first come to _____, California?
Where did your family come from?
What mode of transportation was used to get here? What route was taken to get here?
Why did your family choose to come to _____, California?
Add any stories that have passed down about your family's move to _____,California.

Record the data collected from the interviews on a chart:

My Family's Migration to _____

Date arrived	From	Reasons for migration

Have students write their names and where their family came from on a "post-it" and affix it to a U.S. and/or a world map. Trace the route their family took to get to the local community. What does the mapping activity tell you about the movement of people from one place to another? What were the reasons that people migrated to this community? Discuss the migration of different families. Are there any patterns? Compare and contrast the patterns of movement.
As an alternative, students could select a local historic family or one from a non-fiction or fiction story they have read and trace the migration of that family on a map.

Optional activity: Have students draw a family map showing where their family (parents, grandparents, others) lived before residing in this community and the route to get to the local community. Trace the family back as far as possible including ancestors who may have emigrated to the U.S. Use "A Family Map" from *My Backyard History Book* by David Weitzman as a model for this activity. Trace the route on a United States and/or world map.

Timeline of Our Local Community

Begin a time line of the local community (Refer to page 14.) Using post-it notes, have students write their names and the date(s) that their family arrived in the local community. Affix the post-its to the class timeline according to the decade in which the students' families arrived.

Reasons for Migration - the "push/pull" factors

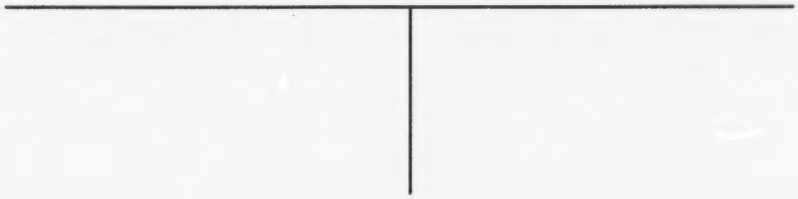
Corresponding with each decade, ask students if they know of any major events in the nation, state, or local community that might have influenced families to move to this area? For example, during World War II, the first half of the 1940s decade, many people came to California because of military bases in the state as well as the development of war-related industries located in the state.

Conduct a class discussion explaining the "push/pull" factors that promoted migration. "Push" factors are those that help convince people to leave an area while "pull" factors are those that attract people to a new area. Some "push" factors may include the lack of jobs in their community, political, economic, or social discrimination. Some "pull" factors are better jobs, educational opportunities, climate, and prospects for an improved standard of living. In many cases members of an extended family have encouraged their relatives to migrate to the local community. Explain that there have been several waves of migration to California at many different times in our state's history.

Push-Pull Chart

Refer back to the Family Migration Chart. Classify whether their families move to the local community was due to a "Push" factor or a "Pull" factor.

Our Families Migration to Carson



Movement and Change

Tell students about a movement or change that occurred in your life. Ask them to share with a partner about a time in their life that they made a change - a move to a new house, a new neighborhood, a new city, a new school, or a new classroom. Have students respond to the following prompts:

Why did you move or change? Was it a push or pull (factor) reason?
What was your life like before you moved?
What changed in your family's life to encourage them to move?
What did it feel like to move?
What did you encounter at your new home? How did you adjust?

Migrant Farm Workers

Explain to the students that some people are migrant farm workers who migrate or move from

harvest to harvest, staying in labor camps for short periods of time. Show the cover of the book *Amelia's Road* by Linda Jacobs Altman. Tell students that this is a picture of Amelia, the daughter of a farm worker. She is tired of moving around so much and dreams of a stable home. The constant work and moving about makes it very difficult for Amelia to know one place or to make friends. In the story she is looking for a place where she belongs, a place she can come back to. (Note: This story was selected because it deals with the issues of migration and the push/pull factors of migration. It is used to set the stage for the study of the migration of early explorers and settlers to the local community. As a part of this segment, students will construct "artifact boxes" similar to one Ameila makes in the story. These boxes will help to tell about the cultural traditions of some of the people in our community today.)

After reading the story, have students talk with a partner as you ask the following:

What is Amelia's life like as the daughter of migrant farm workers?
Why does Amelia's family move from farm to farm?
What do you think it would be like to move from place to place?
What was meant by the "accidental road"?
Why does Amelia feel at the end of the story that she now has a place that belongs to her and to which she belongs? How did she adjust to this new place?
What were the push/pull factors in this story?

Share with the students a special place that you have. Ask students if they have a special favorite place. Have them draw a picture of "something that is really special to you" and title it "My Special Place" and write what makes the place special to me.

Artifact Boxes and Diversity Exhibition

In the story, Amelia creates an "artifact box" which contains some of her favorite things. She called it "Amelia's Things". Share some of your favorite "treasured" things with the students. Include items that are special to you and items that tell about your cultural traditions.

For homework, have students collect personal artifacts reflecting some of their favorite things, including things that tell about their family's culture (e.g., maps with family origins marked, books, religious items, picture or drawing of home and family, or other cultural artifacts). Ask students to decorate the outside of a box (such as a shoe box) with drawings that represent themselves and the treasures stored inside. It is helpful if the teacher creates an "Artifact Box" with artifacts from his/her life.

Students bring "Artifact Boxes" to school. Each day have a few students share their boxes. Or, as an alternate, form students in to teams of four and have them pick from the jobs listed below to create a diversity exhibition.

- Historian: records the process the team uses (see below)
- Archivist: labels the team's artifacts
- Caretaker: keeps team on task and keeps the voices down
- Docent: takes the other teams on an exhibit walk recapping highlights about the artifacts

Students share the contents of their box with the other team members, using descriptive language. Each student donates one of his/her artifacts for the diversity exhibition. Students classify the team's artifacts from the Artifact Boxes into groups, and the archivist labels them. The historian

writes the process the team used to decide on the categories, and the caretaker keeps the team quiet and on task. The docent writes down a couple of facts about each donated artifact to be used on the exhibit walk.

Students place their "Artifact Boxes" in a classroom exhibit hall format, titled "Diversity Exhibition." All artifacts are displayed here; however, the docent from each team only talks about the donated item. After viewing the Diversity Exhibition, ask students what it tells us about the people who have settled in our community.

DEVELOPING THE TOPIC

Focus Question: Who were the early explorers that came to the local area and why did they come?

Explorer Guess Who
Select four students and give each one an example or a non-example of an explorer to act out for the class.

Example actions:
Student looking for something while traveling
Student hiking and looking at new sights.

Non example Actions:
A student eating
A student playing ball

Have students discuss with a partner to determine which role plays depict an explorer.
Ask, "Have you ever explored anything? What do explorers do? "With their partner, have students brainstorm a definition for the word "explorer." Students share their definitions and as class, negotiate a class definition of what an explorer is. (An explorer is a person who searches or travels for the purpose of discovery).

Classification Sort: Then and Now Explorers:
Ask students to write on 2 sticky notes anything they know about present and past day explorers and paste their notes on the correct chart.

Past Explorers Present Day Explorers

School Exploration:
Have students work in cooperative groups to become explorers of their school. Groups may explore places such as the principal's office, cafeteria or library. If possible, provide each group with a compass for use on their exploration.

Each group should make a plan in advance (Appendix 2) to determine:
- a reason to explore the specific section of the school
- a map of the route to the explored area
- an artifact they will look for

While on their exploration, each group should collect an artifact and record their adventures in the Exploration Log (Appendix 2).

Artifact Analysis: After returning from their exploration, have each group complete the "Historical Artifact Sheet" (Appendix 2b) and "7 Ways to Look at an Artifact" (Appendix 2c.) This will provide students with experience observing, describing and analyzing artifacts much like the early explorers might have done. Each group should report their findings to the rest of the class by setting up a display of their Explorer Scavenger Hunt, map, Exploration Log, and Artifact Analysis. Groups can tour each exhibit.

Let's Take a Trip
Begin by telling students about a trip you have taken. Explain what your purpose or "motivation" was for taking the trip. Have students tell about any trips they have taken. Locate these places on a map or globe. Ask:
- Why do people travel?
- Why do people explore new places?
- Is there a difference between travel for vacation and travel for exploration?
- How are they alike? How are they different?"

Reasons for the Spanish Exploration
Show students a map of the world. Locate Spain. Trace the route taken by the Spanish to reach the "New World." Ask students why they think the Spanish explorers went on their trip to explore the area we now call California?

Guided Role Play
Read the section of the student text titled "Explorers of the Local Region" (Appendix 11, pages 1-3.)

Provide 4 students with name tags and help them to act out the roles of the following characters as you reread the student text:
- The King of Spain
- Cabrillo
- Crew members
- American Indians

Graphic Organizer:
Refer back to the student text. Help students complete the Graphic Organizer (Appendix 3) for each explorer. When was each trip taken? What was each explorers goal? What did each explorer accomplish? The last column can be used to record any interesting notes about each explorer.

Explorer -Graphic Organizer

ExplorerDate	Goal	Accomplishment	Notes

Cabrillo Map Comparison - Then and Now:

Share with students the cover of *Cabrillo's Log* (Appendix 4a.) Read to students some of the information about the log from its Introduction (Appendix 4b.) Explain that many of the names given to the area explored by Cabrillo have been changed because the information provided in Cabrillo's log was often vague or not descriptive enough.

Distribute a copy of "Identification of Cabrillo's Route" (Appendix 4c). This chart demonstrates how historians often do not always agree. Point out that the Log Name column represents the names used by Cabrillo during his expedition. The other three names belong to prominent scholars who sometimes do not agree on exactly where Cabrillo was. Bancroft published texts in 1884 and 1886, Bolton's book was published in 1959, and Wagner's work dates to 1941. Ask questions such as:

- Can you find a date where all 3 historians use the same name that Cabrillo used?
- Is there a time when all 3 historians agree, but the name they use is different from the one Cabrillo used?
- Can you find a date where all 3 historians disagree?
- What other interesting information can you find?

Now: Using a modern day map of Southern California, locate places Cabrillo sailed past on his voyage, such as Coronado Island (Sept. 27), San Diego (Sept. 28), Santa Catalina and San Clemente Islands (Oct. 7), San Pedro (Oct. 8), etc.

Cabrillo's Log

Divide students into cooperative learning groups and provide each group with a copy of an excerpt from *Cabrillo's Log* (Appendix 4d). (Note: Even though students are in groups, it is recommended that this activity be done as a teacher-directed activity.)

Using colored pens or highlighters, have each numbered student in each group highlight different topics in their primary source:

- Student #1 Review the document to find descriptions of the geographic features
- Student #2 Identify any written descriptions of the American Indians
- Student #3 Find any information about where the explorers were located
- Student #4 Look for clues that tell what the date of the entry was.

Distribute copies of "Analyzing a Document" (Appendix 5). Help students complete the form. (Note: This form will be used several times throughout the following lessons. It is helpful if you guide students this time so they learn the process and are better able to complete it independently in the future.)

Portola Mapping Activities: Then and Now: (*Note: Adapt for explorers to your region of California.)
Explain to students that the colonization of Alta California by the Spanish began in 1769 with an expedition led by Gaspar de Portola. Accompanied by the Franciscan Padre Junipero Serra, Portola established frontier outposts at San Diego and Monterey, crossing the Southern California region three times within twelve months.

Distribute a copy of the "Southern Portion of Los Angeles County Showing Historical Trails and Landmarks" (Appendix 6a). Ask students to study the map (provide magnifying glasses, if possible) to find Portola's route and Portola's Camp Sites.

Now: Using a modern day map of the local region, place color coordinate stickers on the geographic places Portola passed on his expedition.

Diaries of the Gaspar de Portola California Expedition of 1769-1770.
Portola's party was the first recorded land expedition to explore Alta California. Three members of the expedition maintained journals in which they recorded their observations: the expedition's leader Gaspar de Portola, Miguel Costanso, and Father Juan Crespi. These journals recorded the hardships of the expedition and describe the Indian towns and settlements the explorers passed on their way to Monterey.

Read to the students about the Portola expedition (Appendix 6b.) This section includes some descriptions from Father Juan Crespi's journal. Share the picture of a leather-jacketed soldier (Appendix 6c) that illustrates what a soldier on Portola's expedition might wear.

Divide students into cooperative learning groups and provide each group with a copy of an excerpt from Portola's diary (Appendix 6d). (Note: You may do this as a teacher-directed activity or have the students work independently with their group.)

Using colored pens or highlighters, have each numbered student in each group highlight different topics in their primary source:

- Student #1 Review the document to find descriptions of the geographic features
- Student #2 Identify any written descriptions of the American Indians
- Student #3 Find any information about where the explorers were located
- Student #4 Look for clues that tell what the date of the entry was.

Distribute copies of "Analyzing a Document" (Appendix 5). Help students complete the form. (Note: Encourage students to complete the form in their group and then discuss each category together. If desired, record the information on an overhead transparency.)

Guided Question Walk (Assessment)
Write the "Explorer Question Walk" (Appendix 7) questions on separate sheets of chart paper and duplicate them for each student. Post the questions in 4 sections of the classroom. Divide the class into four cooperative groups. Assign each group a different set of questions. They reread the student text (Appendix 11) together, discuss it, and record the answers to their questions.

Groups rotate to different numbers leaving one person to be the expert spokesperson for the next arriving group. During each rotation, each student records the answers provided by the expert spokesperson on his/her Explorer Question Walk sheet. Once they return to their own desk, each student should organize his/her paper to hand in for assessment.

R.A.F.T. (Assessment)
R: ROLE - Portola, Cabrillo, or Vizcaino
A: AUDIENCE - The King of Spain
F: FORM – Letter or Journal
T: TENSE – In the past - 1500's or 1700's

Explain to students that they are going to take on the role of either Cabrillo, Vizcaino, or Portola (Role), select the proper date (Tense), and write a letter (Form) reporting back to the King of Spain (Audience) telling him about the findings of your expedition. (See Appendix 8.)

Scoring Guide for the RAFT

- Identifies the role
- Selects an historically accurate date
- Stays on the historical topic
- Uses important historical facts and reasons to support details
- Shows an understanding of the historical time period
- Has no historical errors
- Is very well organized
- Follows conventions of a friendly letter
- Makes excellent sense
- Has all required elements of the prompt
- Few or no errors in the letter or journal entry form

Focus Question: Who were the early settlers of the local region and why did they come?

Population Pie Graphs
Who are the people that live in our community today? Have students analyze the latest census for your community. **(Note: The most recent official census data available is the 1990 census. More recent "estimated" figures are available on the Department of Finance Web site (www.dof.ca.gov).**

Class Census:
Take a classroom census to determine age, gender, and ethnic group. (See Appendix 9b)

Our Classroom Census

TOTAL POPULATION	22	
Adults	2	
Children		20
Gender		
Boys	10	
Girls	12	
Ethnic Group	(Insert ethnic groups)	

Student Text Read Around: The Settlers of the Local Region (Los Pobladores) (*Note: Adapt the student text to the settlers of your region.)
Read and discuss "The Settlers of Los Angeles" in the student text (Appendix 11, pages 3 and 4.) Have students revisit the reading selection to determine the 5 W's (who, what, when, where, why.) Do this an entire class or have student pairs work together to find the 5 W's and report back to the class. Record the information on chart paper.

If desired, have students work in pairs to develop a newspaper article about Los Pobladores. Additional information may be added to the news article following the next group of activities.

The Settlers - Census Analysis:
Provide students with a copy of "Los Pobladores – The Founders of the City of Los Angeles" (Appendix 9). This is the official Spanish census list of 1781 which records the names, race, sex and age of the forty-four Pobladores. Using "Analyzing a Document" (Appendix 5), help students to analyze the document using an overhead transparency of Appendix 5 or distribute copies to student groups. Make a chart of the gender, age, and ethnic make-up of the Pobladores.

Los Pobladores Census

TOTAL POPULATION
Adults
Children

Gender:
Men
Women

Ethnic Group:
Mixed Race
Spanish
Black
Indian

Compare and contrast the class census with Los Pobladores census.

Creating a Map Key
Distribute a copy of the "Map of the Pueblo" (Appendix 10). Using the map, have each student find the home of Los Pobladores listed at the bottom of the map. (Note: the Lara, Mesa, and

Quintero families are not on the map of the Pueblo because they left the area.)

Continue locating the other items listed on the map. Once the various locations have been identified, have students design a color-coded key for the map. For example, one color can be used for homes and different colors can be used for various types of buildings. Have the students create a map key for the information found on the map and color their maps accordingly.

Additional activities related to Los Pobladores can be found in Appendix 12

Culminating the Topic

Our Community Through Time History Book

Have students complete page 4 of the *Our Community Through Time History Book* to reflect the concepts learned from this unit of study about the explorers and early settlers of the local region. Label the time period 1542-1782. In the center of the page, students draw a map with features relevant to the unit. Around the border of the page, students make pictures of artifacts to illustrate what they have learned during the unit of study. The Explorers page should include:

- Map relevant to the topic showing the area that was explored and settled
- A border with detailed illustrations that depict accurate factual information about the early explorers and settlers
- Period and time identified

Topics for the symbolic border might include illustrations to depict the transportation used on the expeditions, the population, the people the explorers encountered, and the business or trade the explorers had with the Indians. (See Appendix 13.)

Time Line of Our Local Community

Draw a time line of the Local Community on a large sheet of butcher paper that is approximately 5 yards long. Make short vertical lines on the time line about 3" apart. Label the line beginning with the date 1540. Label each successive date in ten year intervals (1550, 1560, 1570...) ending with the year 2010. Mount the class time line on the bulletin board or classroom wall. (Note: You may wait to begin the time line until the arrival of the early settlers in the 1780's. The time line will be considerably shorter than if you begin in 1540. The advantage of the longer time line is that it highlights the lack of explorer activity in California from the 1500s until the late 1700s)

Have students chart information on the time line for the Explorer/Settler period.

- The explorers who came to the local area and the dates of their exploration.
- The early settlers of the local area

Save the time line and add to it during each of the subsequent units.

Assessment

Assessment opportunities are embedded in the curriculum and occur throughout the unit. The focus questions provide a framework for the evaluation of the unit. Student work to be assessed includes:

- Interview a parent, older relative, or guardian to determine when my family came to the local area of California, from where my family came, what mode of transportation was used to get here, what route the family took, and why my family came to this area (Appendix 1.)
- Locate on a United States or world map where my family has lived
- Draw a family map showing where my family lived before residing in this community and trace their route on a United States and/or world map
- Identify the push/pull factors of my family's migration
- Identify a movement or change that has occurred in my life
- Identify the push/pull factors of migration in a *Amelia's Road*
- Draw a picture of "My Special Place" and write why it is special to me
- Create an artifact box for my collection of favorite things and things that represent my culture and orally share my box with my classmates
- Working in a group, analyze the census data for our community and create a graphic representation of the data.
- Compare and contrast how the population has changed over time.
- Working in a cooperative learning group, complete an Explorer Scavenger Hunt of the school (Appendix 2).
- Using the Historical Artifact Sheet (Appendix 2b), students work, in groups, to describe and analyze the artifact they have collected during the scavenger hunt.
- Complete the graphic organizer (Appendix 3) for Cabrillo, Vizcaino, and Portola.
- Complete the "Analyzing a Document" sheet (Appendix 5) for Cabrillo's log.
- Compare and contrast the Route of Portola (Appendix 6a) with a map of the region today.
- Complete the "Analyzing a Document" sheet (Appendix 5) for Portoloa's diary
- Working in expert groups, answer questions from the Explorer Question Walk (Appendix 7.)
- Write a letter (R.A.F.T.) to the King of Spain from the viewpoint of Cabrillo, Vizcaino, or Portola including the appropriate year and information about the findings of the expedition (Appendix 8.).
- Analyze the official census list of 1781 for Los Angeles (Appendix 9) and sort the inhabitants according to gender, age, and ethnicity
- Conduct a census of the Grade 3 classroom
- Create a map key for the Map of the Pueblo of Los Angeles (Appendix 10)
- Answer the 5 W's (who, what, when, where, why) about the settlers of the local region.
- Complete page 4 of *Our Community Through Time History Book* to reflect the concepts learned about the explorers and early settlers of the local region.
- Add dates and information about the explorers and early settlers who came to the local region to the Community Time Line.

Extended and Correlated Activities

How to Make an Apple Pie and See the World

Read the book, *How to Make an Apple Pie and See the World.* by Marjorie Priceman. It is about a baker who wants to make an apple pie but there is a problem - the market is closed. The baker must travel to different parts of the world to locate the necessary ingredients. What ingredients might the baker need to make an apple pie?

Read the story and have the students help you make a set of word cards for each place that is visited and for each ingredient that is gathered:

1. Europe, Italy, France, Sri Lanka, Indian Ocean, England, Jamaica, Vermont
2. semolina wheat, eggs (chicken), cinnamon (kurundu), seawater, milk (cow), sugar cane, apples

Read the story again and have the students help you retrace the baker's journey around the world to identify where each ingredient was gathered. As each location is identified, have a student hold up the appropriate word card and locate it on a world map or globe. Discuss which parts of the book are factual and which might be fiction.

As a whole group, help students compare the baker in the "Apple Pie" story with the Spanish explorers. What were the reasons each trip was taken? Where did each explorer go? The information can be charted.

	Apple Pie	Spanish Explorers
Reasons:		
Where Explored:		

Compare and Contrast Literature Connection:Focusing on Continuity and Change

Read the story *Wagon Wheels* by Barbara Brenner. It tells the story of a family coming west in a wagon. Compare and contrast this with the Portola land journey. In pairs, have students list things that each group took on their journey and compare it with what they would take on a journey today.

Example:

Supply List

Wagon Wheel Journey	Portola Journey	A Journey Today

Persuasive Speech Contest- Written and Oral:
From the viewpoint of Captain Fernando de Neve, write or orally present a speech convincing settlers to leave Mexico on the Portola Expedition to become one of the founding families of the Pueblo. Have students perform speeches for other classes to determine the most persuasive approach, written or oral.

Sugar Cube Model of the Pueblo:
Make a model of the adobe buildings of pueblo using sugar cubes covered with cinnamon.

Sandbox Zanja:
Students using a sand box and water, make a model of an agricultural water system (zanja), starting from the Los Angeles River to the farming areas of the pueblo to discover how the Indians and early settlers used irrigation.

Resources for the Sample Topic

**Altman, Linda Jacobs $ Sanchez, Enrique O. *Amelia's Road.* New York: Lee & Low Books 1993. ISBN 1-880000-27-X. Amelia is a migrant farm worker's daughter who is tired of moving and wants to find a place that she can call "home."

Arlen, Karen W.; Batt, Margaret; Benson, Mary Ann; and Kester, Nancie N. *They Came Singing: Songs from California's History.* Oakland, CA: Calicanto Associates. 1995. This booklet and the accompanying CD-Rom contains a collection of over sixty traditional songs set in an historical context. Five songs are included in "Songs of the Early Explorers", including songs for Spanish and English explorers. A useful time line, "Explorations in Early California," is included.

Beck, Warren and Haase, Ynez D. *Historical Atlas of California.* Oklahoma:University of Oklahoma Press, Norman Publishing Division, 1974. This book contains 101 maps that include the physical characteristics of the state from the Indian era to the present.

Brennner, Barbara. *Wagon Wheels.* Harper Collins Publishers, 1978. This book describes a black family's travels during the Westward Movement. Good comparisons can be drawn to early settlers of the Pueblo of Los Angeles and to the expedition of Portola.

Gillingham, Robert. *The Rancho San Pedro.* CA: Dominguez Properties, 1961. This book is considered to be the "authority"on the history of the first Spanish land grant in California.

Grienier, Judson. *California Legacy: The Watson Family.* CA:Watson Land Company, 1987. This book continues the story of the Rancho San Pedro with an emphasis on the Watson branch of the Dominguez family.

Mason, William M. *Early Dominguez Families and the Settlement of the Rancho San Pedro.* CA: California State Universitry, Dominguez Hills and Carson Companies Publishing, 1991. Historical information is provided on the founding twelve families of the Pueblo of Los Angeles. Connections are made to Juan Jose Dominguez and his interest in the pueblo.

Mason, William and Robert Kirthart Mason. "The Founding Forty -Four," *Westways Magazine*, July 1976 pg. 20-23.

*Paez, Juan, *Cabrillo's Log 1542-1543* . San Diego, CA: Cabrillo Historical Association, 1968. This booklet includes charts and maps of the voyages of Cabrillo with descriptions of Paez's version of Cabrillo's log.

Priceman, Margorie. *How to Make an Apple Pie and See the World.* NY: Alfred A Knopf, 1994. This fictional work tells of child's explorations of the world to gather needed ingredients for making an apple pie.

Roberts, Margaret. *Pioneer California, Tales of Explorers, Indians, and Settlers.* San Luis Obispo, CA: Padre Productions. 1982. This book contains history of California from exploration to Gold Rush.

Rolle, Andrew. *California: A History*. Wheeling, Illinois: Harlan Davidson. 1998, Fifth Edition. This book provides an excellent overview of California's history. It is a good resource for the teacher background sections of each unit. Chapters 3 to 7 are especially appropriate for a study of the explorers and early settlers of this unit.

Smith, Donald, ed. *Diary of Gaspar de Portola During the Calif. Expedition 1769-70.* CA: University of CA Berkeley Press, 1909. The diary is Portola's account of the Indians living on the California coast in 1769. It includes Portola's observations of the trading opportunities, clothing, shelter, food, and tools used by the Indians.

Wilcox, Del, *Voyagers to California*. Elk, California: Sea Rock Press. 1993, Second Edition. Part 1 of this teacher resource book focuses on Spain and Mexico's Alta California, including a chapter on Cabrillo's voyage. It provides useful background information for this unit for all areas of California.

Appendix 1

Family Migration

Interview Questions

1. **Name of Interviewer**

2. **Name of Interviewee**

3. **Relationship to Interviewer**

4. **When did your family (or ancestors) first come to _____, California?**
   (city, town or local community)

5. **Where did your family come from?**

6. **What mode of transportation was used to get here? What route was taken to get here?**

7. **Why did they choose to come to _____, California?**
   (city, town or local community)

8. **Add any stories that have passed down about your family's move to _____, California.**
   (city, town or local community)

Appendix 2

Explorer Scavenger Hunt

Team Members:

_____ _____ _____ _____

School Area Explored: _____

Map of the Route to Explored Area

Key

Artifact Found:_____

Diagram of Artifact

Exploration Log

Date: Description of Whereabouts:

7 Ways to Look at an Artifact

1. **Reading with your hands.**
   Touch the artifact.
   How was it made?

2. **How was it used?**
   Practical function of the artifact within society.
   The physical act of using the artifact will make students more sensitive to the artifact and others like.

3. **What was its environment?**
   Place the artifact in an environment of related artifacts with which it would have been used, such as historic site or historic site representation.

4. **How did it develop through time?**
   Put the artifact into a chronology.
   Compare it with similar modern day artifacts.

5. **What other cultures have or had similar artifacts?**
   Make comparisons with similar artifacts of other cultures.
   Certain artifacts of certain cultures can tell alot about the values of that culture.

6. **How has this artifact been influenced?**
   Influence in design and decoration are partly related to practical use, partly the result of historical development, partly the result of a changing environment and partly decided by cultural traditions.

7. **Does the artifact have functional meanings or values?**
   Wherever there are deeply rooted aesthetic, mythical, or iconological values or whenever people express feelings about an object, the function of that object is more than practical.

From:

American Association for State and Local History.
Technical Leaflet 91
"Designing Your Exhibits: Seven Ways to Look at an Artifact?"

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Appendix 2a

Name:

Historical Artifact Sheet

Artifact:_____

Description of Artifact Using Your Senses:

Look:_____

_____

Feel:_____

_____

Sound:_____

_____

Smell:_____

_____

Taste:_____

_____

Illustration of Artifact:

How does it work? What does it do?_____

_____

_____

_____

Is this artifact still in use today? YES NO (Circle One)

If YES, where is it still used?_____

_____

_____

_____

If NO, what has taken its place?_____

_____

_____

_____

Explorer	Date	Goals	Accomplishments	Notes
Cabrillo	1542	New wealth, gold, and the Strait of Anian	Coast of California, Bay of San Pedro	2 ships; did not set foot on land
Vizcaino	1602	Explore and chart	Claimed San Pedro	
Portola	1769	Look for settlement sites; Establish missions	Led second overland expedition into California	First European to write about the American Indians in California

Appendix 4a

CABRILLO'S LOG

1542 - 1543

A Voyage of Discovery

A Summary by
JUAN PAEZ

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Appendix 4b

CABRILLO'S LOG

1542-1543
A Voyage of Discovery
A Summary by
JUAN PAEZ

***

Introduction

Centuries ago the western edge of North America was known only to a few Indians. These ancient hunters roamed the valleys and forests in search of food. No strangers had yet come to their shore. No one had brought strange gifts and customs. The land remained peaceful. Then, men from distant places sought riches and adventure in new lands. Columbus discovered a handful of islands. And other men like him followed. They conquered the Aztecs. They explored. Spain wielded a trident. Hernando De Soto speared into the Southeastern quarter of North America in 1539-1543. Francisco Vasquez de Coronado thrust the second prong into the Colorado River region in 1540-1542. And then came the Western prong in the ships of Juan Rodriquez Cabrillo.

Who was this man? No one really knows today. Some say he was Portugese. He served as a crossbowman under Cortez when the Aztecs were finally conquered. Later he settled in Guatemala on his encomiendas. And in 1542 he began a voyage of discovery.

Francisco de Ulloa had sailed around Baja California, but he went no further. Someone had yet to discover the West Coast of a great continent. Now Cabrillo sought new dreams along an unknown shore. He had two ships--the *San Salvadore* and the *Victoria*. Neither was over 100 feet long. Facing storms, illness, and the unknown, his men reached as far north as Southern Oregon before they returned--weary of a long journey.

Ships did not seek the shore of this new land again for more than 40 years. Then storms whipped the Manila galleons across a swollen sea. The scurvy-ridden sick needed shelter. Once again men sought safe harbors on the coast Cabrillo discovered. Eventually it became part of a trade route. People began the long march of settlement in 1769. They brought with them ideas and courage. They began to build the western shore of a nation.

The records Cabrillo kept during his voyage are gone. Time has taken much. The account which follows is a summary of Cabrillo's log. It was written by Jan Paez, who may have been a 16th century historian, or perhaps a friend of Cabrillo's. No matter who Paez was, this account will tell you something of Cabrillo's voyage. Perhaps you will feel a sense of discovery as each new island, harbor or mountain appears for the first time before the men who came in the name of a Spanish king.

Appendix 4c
IDENTIFICATION OF CABRILLO'S ROUTE: Voyage of 1542-1543

The names Cabrillo gave to the coast did not remain. His log is often vague about locations of ships during the voyage. Three of the most prominent scholars have written about Cabrillo. They do not always agree on the modern day place name for the name Cabrillo used. The following is a list of their location names for dates when they were in the Southern California area.

DATE	LOG NAME	BANCROFT*	BOLTON**	WAGNER***
Sept. 17	San Mateo	Todos Santos	Todos Santos Bay	Ensenado
Sept. 27	Islas Desiertas	Los Coronados Islands	Los Coronados Islands	Los Coronados Islands
Sept. 28	San Miguel	San Diego	San Diego	San Diego
Oct. 7	San Salvador	Santa Catalina	Santa Catalina	Santa Catalina
Oct. 7	Victoria		San Clemente	San Clemente
Oct. 8	Bay of Los Fumos	San Pedro	Santa Monica	San Pedro
Oct. 9		Santa Monica	Mugu Lagoon	
Oct. 10	Canoas	San Buenaventura	San Buenaventura	Mugu Lagoon
Oct. 13		Anacapa and Santa Cruz		
Oct. 14		Santa Barbara	Off Carpinteria	Carpinteria
Oct. 15	San Lucas		Santa Cruz, Santa Rosa and San Miguel Islands	Santa Cruz, Santa Rosa and San Miguel Islands
Oct. 16		Dos Pueblos	Off Canada del Refugio	Dos Pueblos
Oct. 18	Cape Galera	Point Conception	Point Conception	Point Conception
Oct. 18	San Lucas	San Miguel	San Miguel, Santa Cruz and Santa Rosa	San Miguel and Santa Rosa Islands
Oct. 25	Posesion	San Miguel Island	San Miguel Island	San Miguel Island
Nov. 1	Cape of Galera	Coxo	El Coxo Anchorage	Cojo Anchorage
Nov. 1	Sardines	Goleta	Indian Village at Gaviota Pass	
Nov. 11	Cape of San Martin	Cape of San Martin	Point Pinos	Cape San Martin or Point Piedras Blancas
Nov. 14			Fort Ross	Drakes Bay
Nov. 17	Bay of Pines	Monterey Bay	Drakes Bay	Monterey Bay
Nov. 18	Cape of Nieve	Point Sur	Black Mountain	Cyprus Point
Jan. 19	San Sebastian	Santa Cruz	Santa Cruz	Santa Cruz

* Hubert H. Bancroft, *History of the North Mexican States and Texas* (San Francisco: 1884), v. 1
History of California (San Francisco: 1886), v. 1

** Herbert E. Bolton, *Spanish Exploration in the Southwest, 1542-1706* (New York: 1959)

*** Henry R. Wagner, *Juan Rodriquez Cabrillo, Discoverer of the Coast of California* (San Francisco: 1941)

Appendix 4d

The next day, Sunday, they approached the mainland through a large bay which they called the Bay of Los Fumos, because of the many smokes which they saw in it. Here they held conversation with some Indians whom they captured in a canoe. These Indians pointed to the north where there were Spaniards like them. This bay lies at latitude 35 degrees, and is a good port, and a good land of many valleys, plains and groves.

The following day, Monday the 9th of October, they departed from the Bay of Smokes and traveled about six leagues that day. They anchored in a large cove, and from there they continued on Tuesday, traveling about eight leagues northwest along the coast. They saw on land a town of the Indians, close to the sea, and the houses were large like those of New Spain. They anchored before a large valley opening out on the coast; here there came to the ships many very good canoes, large enough for twelve or thirteen Indians, and they told the Spaniards about Christians who walked in the interior. The coast runs northwest-southeast. Here the Indians were given some barter foods with which they had a very good time, and they indicated that in seven days they could go to the lace where the Spaniards traveled. Juan Rodriquez determined to send two Spaniards into the interior (i.e. with a message). The Indians also indicated that there was a large river; on a chance they sent a letter with these Indians (apparently Cabrillo decided against sending any Spaniards) to the Christians, and they called this town Canoas. The Indians wore skins of animals, they were fishermen, and ate raw fish and also ate *maguei* (agave). This town lies at latitude 35 degrees 20'. The interior is a very beautiful valley, and the Indians indicated that there was inside the valley much corn and other food. There appear to be some very high mountains, with the land folded along the valley. They called the Christians "Taquimine" and here the Spanish took possession of the land, and here they stayed until Friday the 13th of October.

On that day they sailed away from the town of Canoas on their route, and traveled six or seven leagues that day. They passed by from the landward side two large islands which must have each been four leagues in length, and they were four leagues from the mainland. They were unpopulated because there was no water on them, but they had good ports. The coastal land runs west-northwest; it is level with many savannas and groves. On Saturday, they continued on their way, and went no more than two leagues. They anchored in front of a very beautiful valley with many inhabitants. The land was level, with many groves, and here came canoes with fish to barter. They became great friends with the Indians, but on Sunday the 15th of October they continued navigating along the coast about ten leagues. Always there were many canoes because all the coast is heavily inhabited, and there came many Indians to the ships, and pointed to the towns, and told their names which were Xuco, Vis, Sopono, Alloc, Xabaagua, Azcotoc, Potultuc, Nacbul, Quelqueme, Mininagua, Miseropamo, Elquis Coloc, Mugu, Xagua, Aracbuc, Partocac, Suniqueir, Quanmugua, Asimui, Aguen, Casalic, Tucumu, Yncpupu. All these villages were those seen since leaving the town of Canoas, which was called Xucu. Up to this point they were on very good land, with good plains and many groves and savannas. The Indians wore skins, and said that in the interior there were many villages and much corn within three days journey. They called the corn "oep,", and they said also there were many cows, (probably buffalo); they call the cows "cae," and they also gave news of people bearded and dressed. This day they passed an island of fifteen leagues in length The Indians said that it was well populated, and that there were the following towns: Niquipos, Maxul, Xagua, Nitel, Macano and Nimitapal. They called the island San Lucas. From here to the town of Canoas it must be eighteen leagues, and the island must be six leagues from the mainland.

On Monday the 16th navigating along the coast they sailed for four leagues, and they anchored in the afternoon in front of two towns. As always, the canoes came out to the ships, and indicated that ahead were much larger canoes.

Appendix 5

ANALYZING A DOCUMENT

A. IDENTIFYING THE DOCUMENT

1. Author and source _____
2. Title _____
3. Date _____
4. Type of document _____

B. PUTTING THE DOCUMENT IN THE CONTEXT

1. Suggest two appropriate titles for this primary source: _____
_____
_____

2. Describe the purpose of the document or its intended audience. Why was it written? _____
_____
_____

3. Select some direct quotes or cite some specific data from the document which will help explain its purpose. _____
_____
_____

4. Where would you look for additional documents of this type? _____
_____
_____
_____

C. USING THE DOCUMENT

1. List the most important pieces of information conveyed by the document.

_____
_____
_____
_____

D. EVALUATING THE DOCUMENT

1. Is the document reliable? List any suspected errors or misleading statements in the document. _____
_____
_____

2. Make a statement about the general utility of the document for your particular interest. _____
_____
_____

A couple of hints:

A document may provide answers to questions about a topic. However, it should provoke new questions. Be alert for these new possibilities and be sure to write them down.

Try not to draw final conclusions based on the analysis of only one document. Remember, documents are only one type of authority used in the study of a topic. Always use as many different sources as possible.

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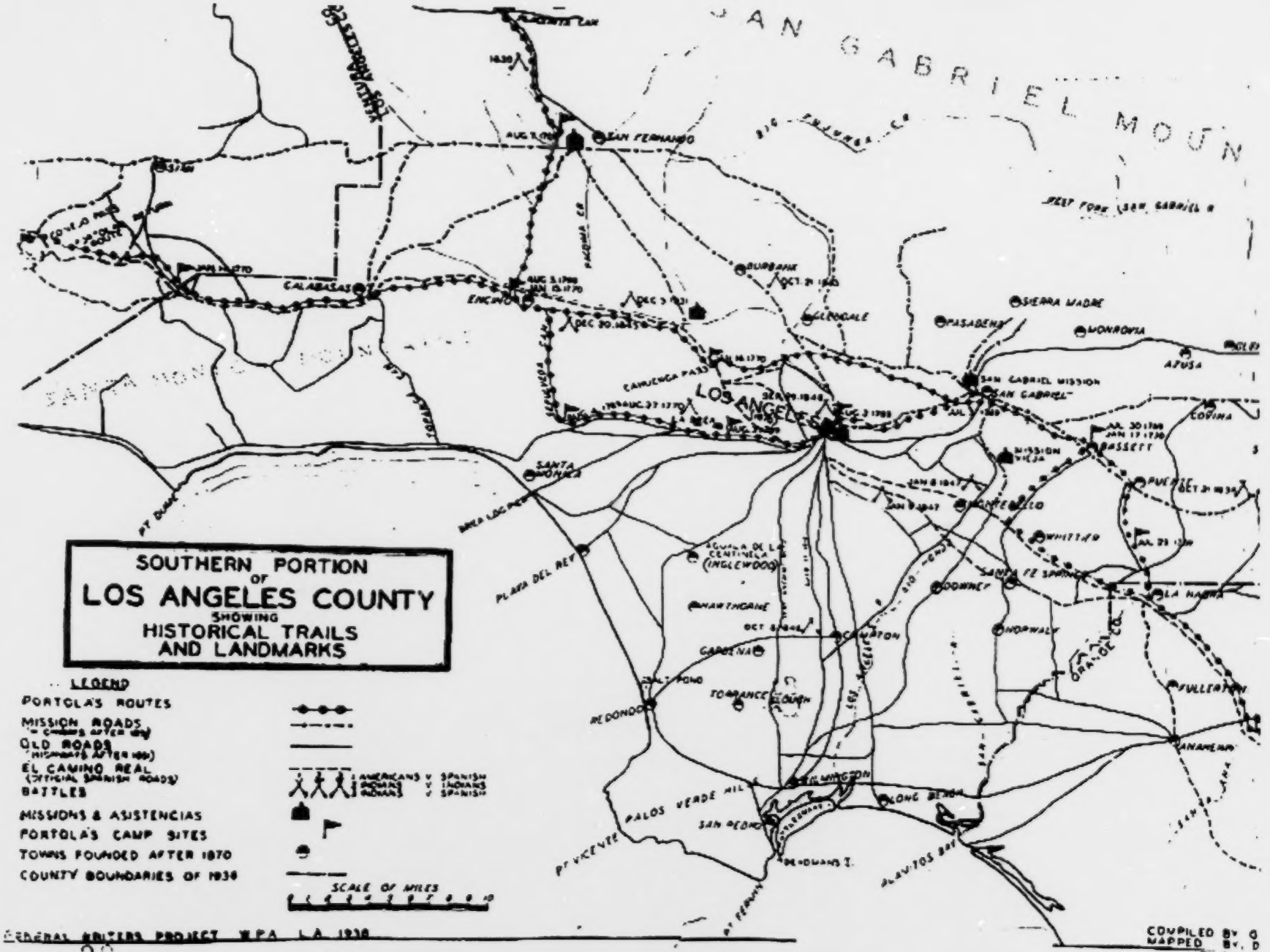

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Appendix 6b

THE PORTOLA EXPEDITION

The expedition to Monterey left San Diego Bay at four o'clock in the afternoon of July 14, 1769. Six soldiers scouts rode well in advance of the long column. These scouts would choose the route for the day, break trail, and select camping sites for each night's rest. At the head of the line Portola rode with Father Crespi, five officers, and a number of Baja California Indians. The rest of the party followed behind. At the tail end trudged one hundred mules with their tenders. The backs of the animals were loaded with the heavy bags of equipment and foodstuffs obtained from the *San Carlos* and *San Antonio*. The food they carried consisted of dried meats, bran and flour for the making of *tortillas* (a kind of pancake), and a quantity of vegetables such as native squash. Portola estimated they had enough supplies to last for six months.

The company of seventy-four men moved slowly north across gentle hills and valleys. Water and game were plentiful.

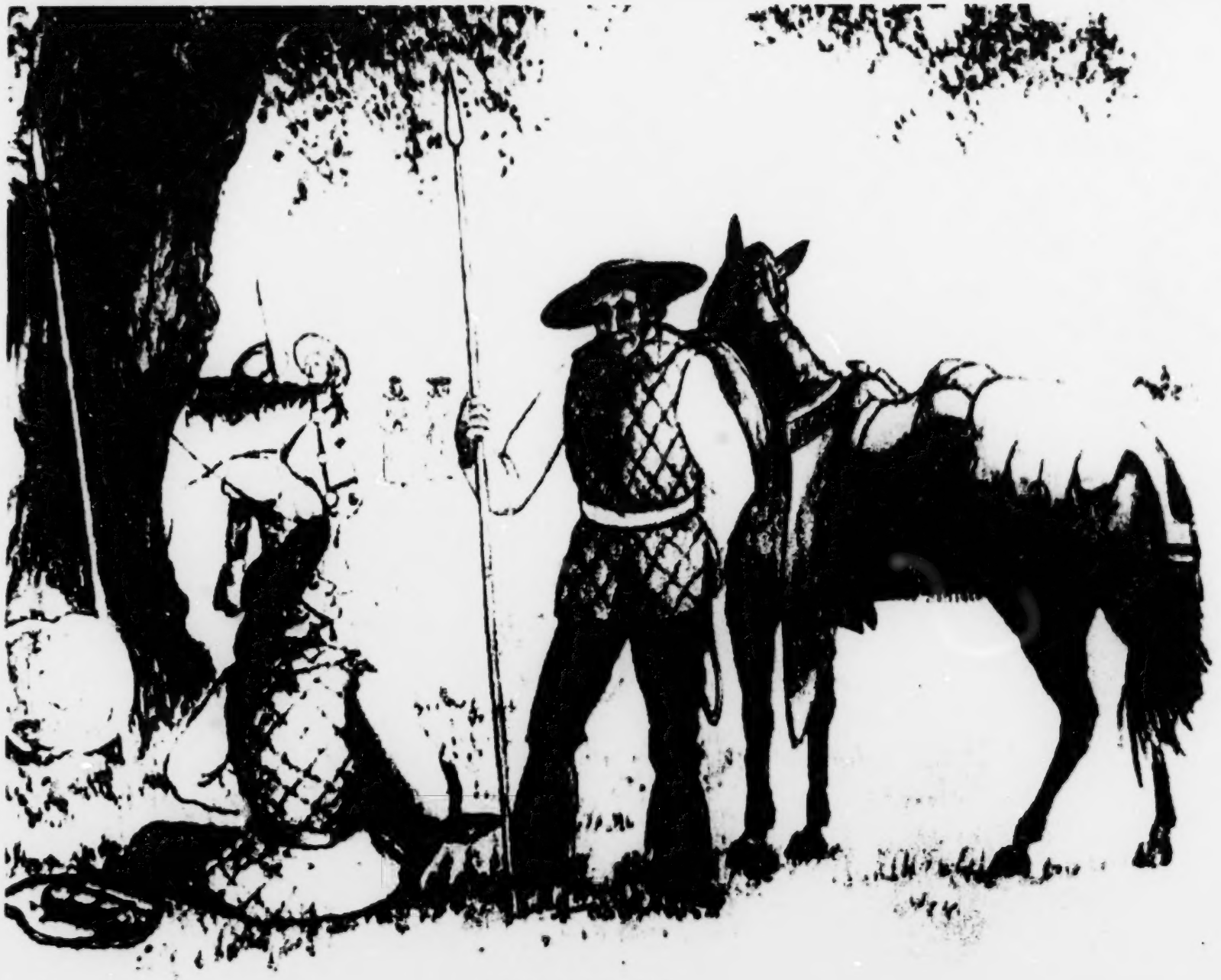
"We saw seven antelope running together on these tablelands," Father Crespi wrote in his diary, "and at every moment we noted hares and rabbits running about. The hunters had not far to look for fresh meat."

The work each morning of collecting the animals and arranging their packs required so much time that most days the explorers traveled only about 12 miles. It took 10 days to reach the wide plain where the city of Los Angeles now stands.

They were passing through a region of many Indian settlements and no sooner would camp be set up than whole village populations came to visit.

"They sat down as though they had always dealt with us," Crespi wrote, "unarmed and wearing no paint. One of them came smoking a pipe of baked clay, very well made."

Because the broad, well-watered level land was suitable for agriculture it would be, Father Crespi noted, an excellent place to build a mission. "It has good land for planting all kinds of grain and seeds," he wrote. He could imagine splendid crops, healthy herds of cattle, handicraft workshops, a school and, of course, a church. Father Crespi was certain the church would bind together the Spanish settlers and native Indians in brotherhood.



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Appendix 6d

Portola's Diary

DIARY OF THE JOURNEY THAT DON GASPAR DE PORTOLA, CAPTAIN OF DRAGOONS IN THE ESPANA REGIMENT, GOVERNOR OF THE CALIFORNIAS, MADE BY LAND TO THE PORTS OF SAN DIEGO AND MONTERY SITUATED IN 33 DEGREES AND 37 DEGREES (NORTH LATITUDE), HAVING BEEN APPOINTED COMMANDER-IN-CHIEF OF THIS EXPEDITION BY THE MOST ILLUSTRIOUS DON JOSEPH DE GALVEZ, IN VIRTUE OF THE VICEREGAL POWERS WHICH HAD BEEN GRANTED TO HIM BY HIS EXCELLENCY, THE VICEROY. THE EXPEDITION WAS COMPOSED OF THIRTY-SEVEN SOLDIERS IN LEATHER JACKETS WITH THEIR CAPTAIN, DON FERNANDO DE RIVERA; THIS OFFICER WAS SENT IN ADVANCE WITH TWENTY-SEVEN SOLDIERS AND THE GOVERNOR FOLLOWED WITH TEN MEN AND A SERGEANT.

The 11th day of May, 1769, I set out from Santa Maria, the last mission to the north, escorted by four soldiers, in company with Father Junipero Serra, president of the missions, and Father Miguel Campa. This day we proceeded for about four hours with very little water for the animals and without any pasture, which obliged us to go on farther in the afternoon to find some. There was, however, no water.

The 12th, we proceeded over a good road for five hours and halted at the place called La Poza de Agua Dulce. No pasture.

The 13th, we proceeded for about four hours, by which I denote leagues, without water or pasture. This day I went ahead with the reverend fathers to Velicata; we proceeded…

****

(July)

The 29th, we proceeded for three hours on a good road. Much pasture, but water sufficient only for the men. Here there was an Indian village of about fifty inhabitants.

The 30th, we proceeded for four hours on a good road, with the exception of two very steep hills. We halted in a very large valley where there was much pasture and water. Here we had to construct a bridge to cross the gully. I consider this a good place for a mission.

The 31st, we proceeded for four hours; near the camp, we found much water with a great deal of pasture which had grown so tall that the animals had to jump in order to get through it. Here we rested for one day. We experienced six or seven severe earthquakes. In this valley we discovered, on the south side between two mountains, a spring that flowed like a river, giving evidence of deep soil.

(August)

The 2nd, we proceeded for three hours on a good road and halted near a river about fourteen yards wide. On this day we felt four or five earthquakes.

The 3rd, we proceeded for three hours on a good road; to the right of it were extensive swamps of bitumen which is called *chapapote*. We debated whether this substance, which flows melted from underneath the earth, could occasion so many earthquakes. We had much pasture, water, and an abundance of antelope and deer. Here the inhabitants of a village of about thirty natives appeared at our camp; they gave us presents and we made them a suitable return.

The 4th, we proceeded for two hours and a half on a good road. Sufficient water and pasture. We halted at a place occupied by a village of thirty natives; they made us a present of nuts and acorns and we made them a suitable return.

The 5th, we proceeded for four hours over hills, as the mountain range obstructed our progress by the sea. In this place we found an Indian village of about sixty inhabitants; they made us a present of much grain. Here we rested for one day and over two hundred natives came to our camp…

Appendix 7

Explorer Question Walk

#1 Questions:

- Who was Cabrillo and what did he explore?
- Describe what Cabrillo saw as he sailed into the Bay of San Pedro.

#2 Questions:

- Who was Vizcaino and what did he explore?
- Describe Vizcaino's interaction with the American Indians.

#3 Questions:

- Who was Portola and why did the Kind of Spain need his help?
- Where did Portola go on his land expeditions and why?

#4 Questions:

- Who were the Pobladores? Where did they settle?
- Why did Los Pobladores come to Alta California?

Appendix 8

Choose the role of Cabrillo, Vizcaino, or Portola. Write a letter to the King of Spain and tell him of the findings of your expedition in either 1542, 1602 or 1769.

R.A.F.T

R: Role – Portola, Cabrillo, Vizcaino
A: Audience –The King of Spain
F: Form – Letter, Journal
T: Tense – Long ago - 1500s or 1700s

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Appendix 9

Approved by the History Committee of the L.A. 200 Committee, October 10, 1979.

LOS POBLADORES
The Founders of the City of Los Angeles

El Pueblo de la Reina de Los Angeles sobre El Rio de la Porciuncula was founded near this site on or about September 4, 1781 as the first Spanish civilian settlement in Southern California. Eleven families, including twenty-two adults and twenty-two children, were recruited from the Provinces in Sinaloa and Sonora in New Spain; now called Mexico, by Captain Fernando de Rivera y Moncada, emissary of the Governor of California, Felipe de Neve. Their task was to provide food for the soldiers of the presidios and to help secure Spain's hold on this region. They included farmers, artisans, and stock raisers necessary for the survival of the settlement. Escorted by soldiers, they departed Los Alamos, Sonora on February 2, 1781 and arrived in several groups during the summer of 1781. The following list of the forty-four pobladores was taken from the official Spanish census of 1781 which recorded their names, race, sex and age:

CAMERO			
Manuel	Mulato	Hombre	30
Maria Tomasa	Mulata	Mujer	24
LARA			
Jose Fernando	Espanol	Hombre	50
Maria Antonia	India	Mujer	23
Maria Juana		Nina	6
Jose Julian		Nino	4
Maria Faustina		Nina	2
MESA			
Antonio	Negro	Hombre	38
Maria Ana	Mulata	Mujer	27
Maria Paula		Nina	10
Antonio Maria		Nino	8
MORENO			
Jose	Mulato	Hombre	22
Maria Guadalupe	Mulata	Mujer	19
NAVARRO			
Jose Antonio	Mestizo	Hombre	42
Maria Regina	Mulata	Mujer	47
Jose Eduardo		Nino	10
Jose Clemente		Nino	9
Mariana		Nina	4
QUINTERO			
Luiz	Negro	Hombre	55
Maria Petra	Mulata	Mujer	40
(and five children)			
RODRIGUEZ			
Pablo	Indio	Hombre	25
Maria Rosalia	India	Mujer	26
Maria Antonia		Nina	1
ROSAS			
Basilio	Indio	Hombre	67
Maria Manuela	Mulata	Mujer	43
Jose Maximo		Nino	15
Jose Carlos		Nino	12
Maria Josefa		Nina	8
Antonio Rosalino		Nino	7
Jose Marcelino		Nino	4
Jose Esteban		Nino	2
ROSAS			
Alejandro	Indio	Hombre	19
Juana Maria	India	Mujer	20
VANEGAS			
Jose	Indio	Hombre	28
Maria Bonifacia	India	Mujer	20
Cosme Damien		Nino	1
VILLAVICENCO			
Antonio Clemente	Espanol	Hombre	30
Maria Seferina	India	Mujer	26
Maria Antonia		Nina	8

The pobladores ranged in age from one to sixty-seven, and reflected the cultural heritage and racial diversity that link the City's past to the present.

Dedicated September 4, 1981 - Los Angeles 2000 Commitee

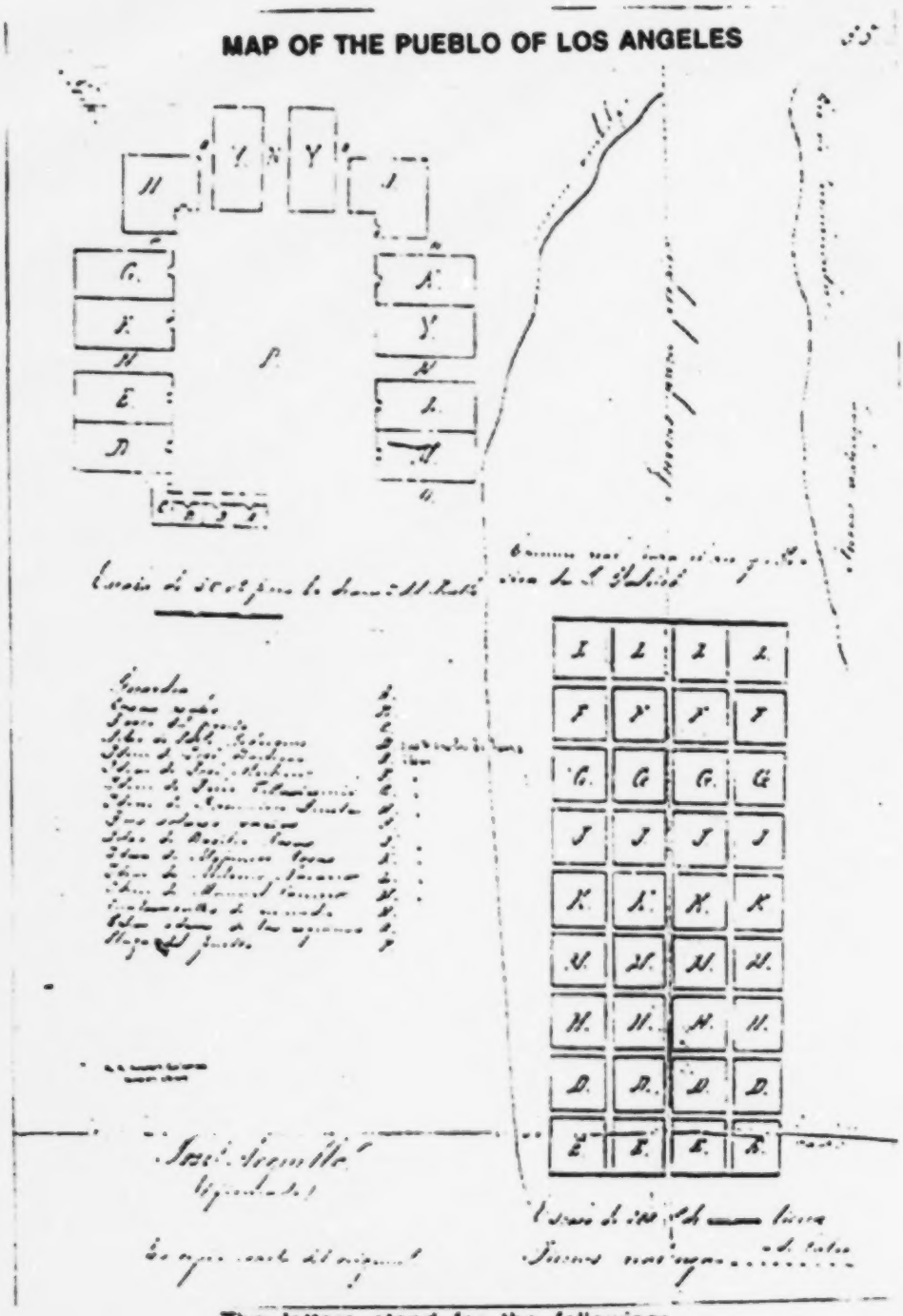
Name_____ Date_____

POPULATION

POPULATION
GENDER
AGE
ETHNICITY

Appendix 9b - Becerra Davies 98

MAP OF THE PUEBLO OF LOS ANGELES



The letters stand for the following:

A-guardhouse	E-Jose Vanegas	Y-vacant	M-Manuel Camero
B-royal houses	F-Jose Moreno	J-Basilio Rosas	N-streets
C-trozo del posito (public grainary)	G-Feliz Villavicencio	K-Alejandro Rosas	O-streets
D-Pablo Rodriguez	H-Francisco Sinoba	L-Antonio Navarro	P-plaza

Archives of California, ms. 1767-1846. C-A 2, p.56, courtesy The Bancroft Library.

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Appendix 11

Explorers of the Local Region

Why did the Spanish want to explore California?
Fifty years after Columbus' voyage in 1492, several Spanish explorers came to the Western Coast of America. The King of Spain and the Viceroy of Mexico sent these explorers to look for new wealth, gold, and a mythical waterway, the Strait of Anian. It was believed that this waterway would connect the Pacific and Atlantic Oceans and help surround California with water, making it an island.

Who were the main explorers of the local region?
Three main Spanish explorers were responsible for the discovery of California: Juan Rodriguez Cabrillo, Sebastian Vizcaino, and Gaspar de Portola.

Juan Rodriquez Cabrillo. In 1542, was the first European to explore the Pacific Coast. Cabrillo was in command of two ships called caravels that were about 100 feet long. They sailed past the west coasts of Mexico and Baja California, landing in San Diego in June of 1542. After several days' rest, these ships sailed north against strong currents and heavy winds.

On October 8, 1542, Cabrillo sailed into the Bay of San Pedro, thinking this area was very foggy. Later, he named it "The Bay of Smokes" because it was filled with smoke from the fires of the local Indian tribe, the Suangna. The smoky fires were from a rabbit hunt the local Indians were having to smoke out the rabbits and cook the game of the region. Cabrillo made this accidental discovery of the Bay of San Pedro. He never set foot on the land, but saw a natural bay, sheltered from winds by the Palos Verdes Peninsula. Although Cabrillo's actual ship logs are gone, historians believe Cabrillo anchored in San Pedro on October 8, 1542. Cabrillo proclaimed, "The land would make a good port one day! The bay is at 35 degrees latitude and it is an excellent harbor. The country is good with many plains and groves of trees."

The second major explorer, Sebastiano Vizcaino, actually did set foot on land 60 years after Cabrillo. The King of Spain and the Viceroy of Mexico sent Vizcaino from Acapulco, Mexico with 3 sailing ships to explore and chart the harbors, lands, and shoreline routes Cabrillo sailed to earlier. He sailed from San Diego on November 10, 1602 visiting off-shore islands. He named them after saints such as Santa Catalina. Native Americans were seen hunting for sea otter in wooden planked boats, and provided Vizcaino and his crew with fresh water, fish, abalone, wild cabbages, and sweet potatoes. Then on Nov. 28, 1602, Vizcaino sailed from Catalina for the mainland to a place he named Bahia de Fumos (Bay of Smokes). Vizcaino, like Cabrillo, thought this area would make a good port because of the protection of the peninsula (Palos Verdes) to the west and the safety of the small island (later Dead Man's Island). After anchoring in what is now the Fort MacArthur area, Vizcaino placed a cross on an Indian idol and proclaimed

the area San Pedro after landing there on St. Peter's day. With this landing on Nov. 29, 1602, San Pedro became the second oldest town in California after San Diego.

The King of Spain, after looking over the diaries of Cabrillo and Vizcaino, read about the peaceful Indians, green grass, and beautiful flowers of Alta California. However, he did not feel it was important to explore the coast of California any further. Then in 1769 the king, Charles III, heard that the Russians, hunting sea otter, were moving south down the coast of what is now Northern California. The King of Spain ordered his expeditions to stop the land claims made by Russia. He declared that California was for Spain and the Russians were to be kept out.

In 1769, Gaspar de Portola was sent by the King of Spain to lead an overland expedition to establish two permanent settlements in Alta California. Leaving from Loreto, Mexico, Portola reached San Diego on June 29, 1769. On horseback, Portola's followers traveled through bone-dry deserts, up rocky canyons, and through cactus-covered mountain passes. He was accompanies by officers, soldiers, horse-wranglers, mule tenders, Mexican Indian helpers, and two priests, Father Serra and Father Crespi. All these people were needed to establish the settlements, missions, and presidios. Finally, Portola reached the great wide plains of the Los Angeles area. His chief aide was Pedro Fages. It was one of Fages' leather jacket soldiers, Juan Jose Dominguez, who knew the dialects of the Indians and could translate. He also protected Fr. Serra. After retirement, Juan Jose Dominguez received the first Spanish land grant in Southern California, The Rancho San Pedro.

Settlers of the Los Angeles Region

Soldiers, such as Juan Jose Dominguez, explored and mapped the way for the first group of settlers to Los Angeles. The settlers, under the direction of Captain Fernando X. Rivera, were ordered to build an agricultural settlement near the Los Angeles River. These settlers, called **Pobladores**, left Los Alamos, Sonora, Mexico on February 2, 1781 and arrived at the San Gabriel Mission in June and July of 1781. The city of Los Angeles was founded on Sept. 4, 1781.

Los Pobladores (the founding forty-four) built adobe homes, raised animals and farmed the land. Captain Rivera offered the families $400, supplies, tools, animals, clothing, a limited period of no taxation, and access to land. The settlers received title to the land after 5 years of "satisfactory residence" which included: good behavior, completion of an adobe home, and progress in farming and stock raising.

Appendix 12a

Class Exhibit of Pobladores Family Reunion

It is recommended that the teacher model one family for the exhibit to serve as an example to students. Use guided imagery to set stage. Example: "We are going on a journey with Portola...."

Students in cooperative "family" groups prepare a reunion of the first settlers who came to Los Angeles. Using the census of 1781, each group "becomes" one of the founding families.

- Draw a family portrait and label each family member
- Create a time line of events for the family
- Write a sample journal entry of a day in the life of a poblador

Examples of Cooperative Group Skit Choices:

- Travel to the Pueblo
- Building the Pueblo
- Farming for the Pueblo

Rubric:

4 Each member of the group will contribute one of the above items to the exhibit: Portrait, Timeline, Journal, Skit. All members will participate in the skit. Costumes, props, and scenery are appropriate, colorful, and creative. All work is neat and accurate. Good oral language skills are used in the skit.

3 Each member of the group will contribute one of the above items to the exhibit: Portrait, Timeline, Journal, Skit. All members will participate in the skit. Costumes, props, and scenery are appropriate. All work is neat and accurate. Acceptable oral language skills are used in the skit.

2 Members of the group will contribute one of the above items to the exhibit: Portrait, Timeline, Journal, Skit. Members will participate in the skit. Costumes, props, and scenery may have accuracy errors. Most of the work is neat and accurate. Acceptable oral language skills are used in the skit.

1 Not all members of the group contribute all items to the exhibit: Portrait, Timeline, Journal, Skit. Some members participate in the skit. Costumes, props, and scenery may have accuracy errors. Work is lacking neatness and accuracy. Some oral language errors are used in the skit.

Appendix 12b

The Founding Forty-Four

by William Mason and Roberta Kirkhart Mason
excerpts from Westways, July 1976

Los Angeles is an area of transplants, and Angelinos know little about their early history because little has been written. One of the reasons for this is that the city's founders were nonwhite. Two of the forty-four people who actually participated in the founding of the pueblo were Spaniards, while twenty-six had some degree of African ancestry, ranging from two who were considered to be purely African to a few who were one-quarter African. Fourteen were Indians, five were Indian-white mixtures. Since this ethnic tally has not coincided with California's mythical Castilian heritage, most writers during the late nineteenth and early twentieth centuries found little to say about Los Angeles' founders.

At any rate, it was difficult to find anyone who claimed a Los Angeles founder as an ancestor after the census of 1781, showing the racial origin of the founders, was published. There are no doubt several thousands of descendants of the Los Angeles founders living in Southern California, though relatively few claimed that their ancestors were anything but Spanish until fairly recently.

A few authors have cited the fact that three of the founders were expelled from the pueblo for being "useless to the pueblo and to themselves." According to a letter from Governor Felipe de Neve, written on March 22, 1782, he was releasing the families of Lara, Mesa and Quintero because, as he put it, they were useless for work in the fields, and all three men had requested to be released from the pueblo. Two wished to go on to Santa Barbara, while one wanted to return to Mexico. Had they been truly useless, it is doubtful if Neve would have wanted any of them in Santa Barbara.

Twelve families left Alamos, Sonora, in February 1781, recruited by the government to found an agricultural settlement in California. Eleven of these families arrived at San Gabriel in June and July of the same year in at least two contingents. They were sent first to Loreto in Baja California, again by boat up the Gulf of California to San Luis Bay and by land to San Diego and San Gabriel, where they assembled in preparation for the founding of their new settlement. Perhaps the families were put to work clearing land for the plaza or the fields at the request of Governor Neve, as he was most anxious to have the pueblo founded and producing grain. Dr. Harry Kelsey of the Los Angeles County Museum of Natural History has discovered a manuscript that suggests that four of the founders were on the site as early as June 1781. Some had arrived on June 8 and others on July 22. There is reason to believe that the men, at least, had visited the site prior to the founding date of September 4, 1781.

One interesting tie-in with the American Colonial struggle against England appears in the early annals of Los Angeles. Apparently in the spring or summer of 1782 the settlers of

Los Angeles sent fifteen pesos as their contribution to the war Spain was fighting against England as allies of the American Colonies.

Los Angeles and its pobladores did precisely what Governor Neve had hoped. They gave impetus to an agricultural colony, which in conjunction with San Jose produced enough grain to make further imports from Mexico unnecessary by 1785. The pueblo provided a home for retired soldiers, and a source of recruits. Los Angeles was a major social and economic component of early California.

Appendix 12c

Appendix 12d

Earliest Known Outdoor Photograph of Los Angeles
1862

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Appendix 12e

Biographical Sketch of Los Pobladores

Manuel Camero, *mulato,* and **Tomes Garcia,** *mulatto.*

Camero was born in Acaponeta, Nayarit, about 1750 and as a child moved to the area around Rosario, living in Vega del Rio and Las Higueras. Tomasa Garcia's family was from Rosario, where she had been born about 1758. The two were married in 1777, and never had any children. Camero served for a term as regidor in 1789. His career as a farmer and stock-raiser was short; by 1798 he was no longer actively raising crops or cattle. Sometime before 1816 he relinquished his land to others because he could no longer manage it, which suggest he may have been an invalid. He died at Los Angeles in 1819.

During the 1820's Tomasa Garcia, being childless, is known to have adopted some Indian orphans, but they did not outlive her. In 1837, too crippled to walk or properly care for herself, she signed her property over to a citizen of Los Angeles with the provision that he would build her a room and provide for her. In 1838, when she was about eighty, she attended the funeral of Petra Mejia de Buelna, carried in a little cart by her friends. As her death does not appear in the Plaza Church death records, she may have died in 1844, when several entries are missing. She is not listed in the 1844 census of Los Angeles.

Feliz Villavicencio, *espanol,* and **Maria de los Santos Flores,** *india.*

Villavicencio was from the city of Chihuahua, born about 1750, and his wife was from Batopilas, Chihuahua, born about 1754. They joined the expedition at Villa Sinaloa, and were the first family to be recruited for Los Angeles. They brought with them their adopted daughter, Josefa Pinuelas, who married Vicente Quijada, a soldier of Santa Barbara. The Villavicencio family moved to Santa Barbara about 1797, where Feliz Viliavicencio died in 1802. Maria de los Santos died in 1829. Their daughter Josefa had several children, and has many descendants in Southern California today.

Jose Moreno, *mulato,* and **Maria Guadalupe Perez,** *mulata.*

They were married at Rosario on September 18, 1780, two weeks after Moreno had joined the Rivera Expedition. Moreno and his wife spent the rest of their lives in Los Angeles. He was a moderately successful farmer, and in 1801, along with Jose Vanegas and others who had come to Los Angeles later, volunteered to grow wheat and ship it to Sarr Blas. Moreno served a term as *regidor,* and died in the pueblo in 1806, aged about forty-seven. His wife died fifty-four years later in 1860 when she was about 100 years old. She was last of the adult *pobladores* of Los Angeles.

The Moreno family had several children. Juan, their eldest son, was born in Los Angeles in 1787, and later lived on his ranch west of the city, near what is now the corner of Larrabee and Santa Monica. He planted two palms there which for years were landmarks in what is now known as West Hollywood. Juan Moreno's daughter, Catarina Moreno, married General Andres Pico, brother of Governor Pio Pico.

Jose de Velasco *y* Lara, *espanol,* and **Maria Antonia Campos,** *india.*

Jose de Velasco was an accountant and an administrator for various haciendas in western Mexico. He came from Spain to Mexico about 1750 and went to Nayarit, where his brother was a Jesuit priest in one of the missions. He married early, but did not get along well with his wife, and they eventually separated. He moved to Sinaloa where he worked for a time at some of the larger estates. He later married a young Indian woman of Sinaloa, Maria Antonia Campos. Not long after the marriage he heard that it was not his wife but her sister-in-law who had died, and that he had gotten a garbled report from his friends. A rumor that his brother-in-law was searching for him prompted Lara, as he was now known, to enlist in the Rivera Expedition, thus avoiding his brother-in-law and probable legal consequences. Father Junipero Serra, after some correspondence about the case, called him to Monterey from Santa Barbara, where Lara was living, for a hearing. Lara explained his situation and was sent back to Nayarit, presumably to rejoin wife number one. He never returned to California.

Maria Antonio Campos remained in California with her children, and soon married a soldier at Santa Barbara, Luis Gonzaga Lugo. She died in 1791 at Santa Barbara, survived by several children. Her eldest son, Julian Lara, soon became a Santa Barbara soldier, and her daughters married soldiers there.

Jose Antonio Navarro, *mestizo,* and **Regina Dorotea Soto,** *mulata.*

Navarro was a native of Rosario, born about 1737. Regina Soto was also from Rosario, and about four or five years older than her husband. They were married in 1762, and brought three children with them to California. In 1785 Regina Dorotea Soto died. Navarro left Los Angeles for San Jose to San Francisco, where he died in 1793. His daughter Mañana, who had accompanied him, married a Monterey soldier and had several children in Northern California. One of his sons, Clemente, joined the Santa Barbara Company as a soldier, where he established a branch of the family. The eldest son, Jose Maria, remained in Los Angeles caring for his father's farm and livestock. He never married. During the 1830's and 1840's he was sexton for the Plaza Church.

Basilio Rosas, *indio,* and **Manuela Hernandez,** *mulata.*

Rosas, although he was from the Hacienda de la Magdalena, Durango, had lived in Rosario since about 1755. He and Manuela were married in 1761 at Rosario. She was a native of the mining town. When the couple enlisted in the California-bound expedition, he was sixty-two and she was thirty-seven. They brought with them seven children, among them Alejandro, who married in Sinaloa and became a *poblador* in his own right. Two of the sons, Carlos and Maximo, married Indian women from the Indian villages near Los Angeles, in 1784 and 1785. Carlos joined the army and served at San Diego presidio. Though Basilio Rosas was the oldest of the founders, he outlived several of his younger neighbors. Rosas died at Los Angeles in 1809, aged about ninety. His wife died there in 1823, age eighty.

Jose Vanegas, *indio,* and **Maxima Aguilar**, *india.*

Vanegas was from the Real de Bolanos in Durango; his wife was from Rosario, Sinaloa. Vanegas was the first alcalde (mayor) of Los Angeles, and he apparently served from 1786 to 1788, again in 1796. Vanegas and his wife had one son, Cosine, who enlisted as a soldier at Santa Barbara when he came of age. Cosine Vanegas was given the Carpinteria Rancho in 1833 and remained a resident of the Santa Barbara-Ventura area, where you can still find his descendants who bear the name Vanegas. Jose remained at Los Angeles for about twenty years as a fairly successful farmer. In 1801 his wife Maxima died and he soon moved to San Diego and San Luis Rey where he was mayordomo, or foreman, at these missions. In 1821, at about age sixty-seven, he re-married and had another child two years later. Jose Vanegas died in San Diego in 1832 or 1833.

Alejandro Rosas, *indio,* and **Juana Rodriguez**, *coyota.*

Rosas was the son of Basilio Rosas and Manuela Hernandez. He and Juana Rodriguez married in Sinaloa, while the recruits were en route to Alamos. Both were in their late teens when they married, and they lived in Los Angeles a short time. Juana died there in December 1788 and Alejandro died a month later, in January 1789. Their two children were cared for by the grandparents.

Luis Quintero, *negro,* and **Petra Rubio,** *mulata.*

This couple had the most descendants of any of the pobladores fifty years after the founding of the pueblo of Los Angeles. They had five daughters who each had many children. The Quinteros' only son, Clemente, had only one daughter who survived into adulthood. Quintero was born in Guadalajara, Jalisco, about 1725 and moved to Alamos, Sonora, sometime 1760. Three of his daughters married soldiers while the Rivera Expedition was at Alamos. Quintero enlisted as *poblador* (settler or colonist) February 3, 1781, the day after the first group of the expedition left Alamos. When Luis discovered that the pueblo was over 100 miles from the presidio where his daughters were to live, Quintero left Los Angeles probably because he did not want to stay so far away from his future grandchildren.

As tailor for the presidio, Quintero spent nearly thirty years in Santa Barbara, until his death in 1810 at the advanced age of eighty-five. His grandchildren and great-grandchildren included many well-known surnames of California such as Lugo, Sepulveda, Gonzales, Valdez, Feliz, Cota, Ortega, Valenzuela, Flores, Villa and Machado. By 1835 the Quintero descendants numbered 170 or more in the Southern California area.

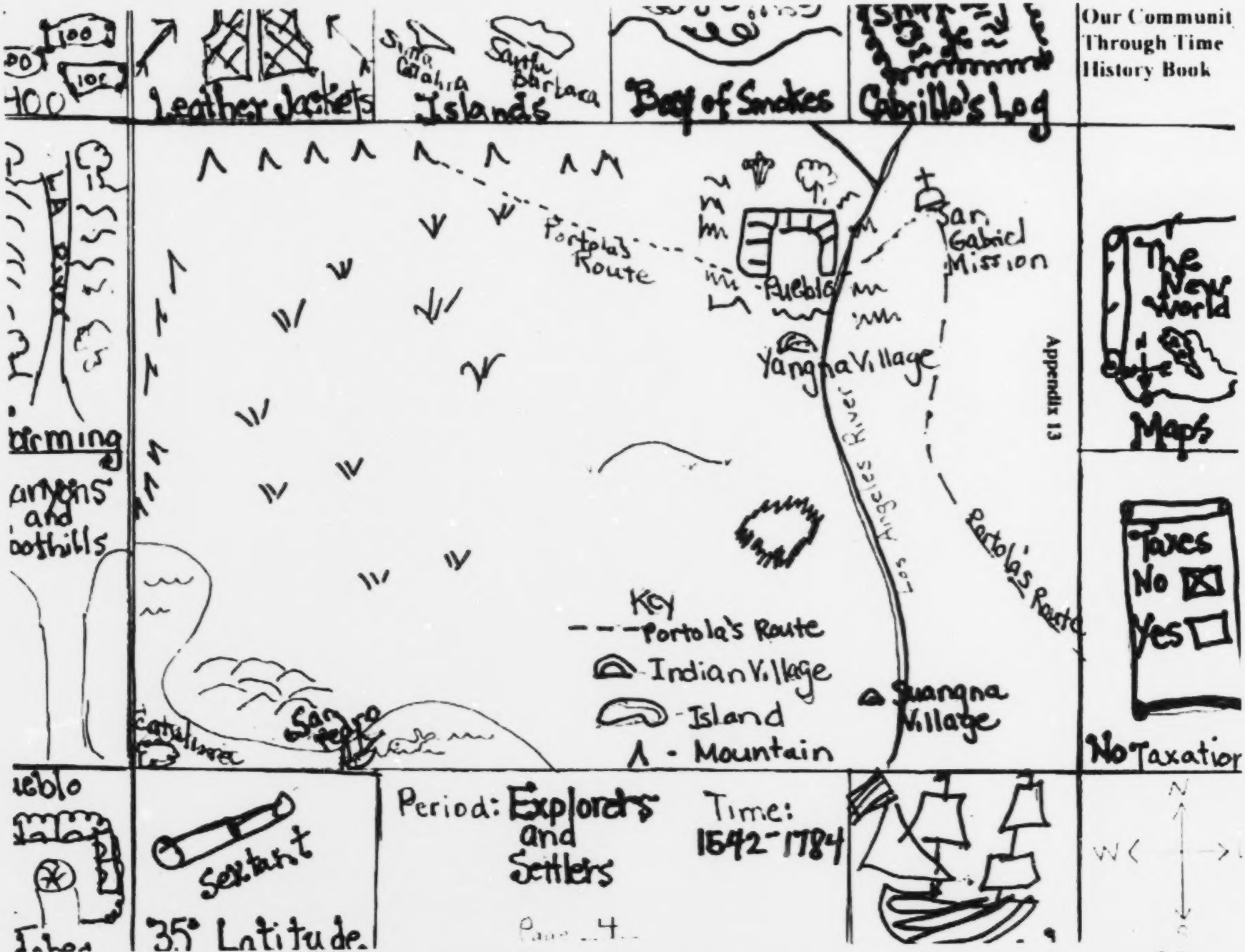
Pablo Rodriguez, *india,* and **Maria Rosalia Noriega,** *india.*

Rodriguez was born at the Real de Santa Rosa, Durango, and Rosalia Noriega was born in Rosario, Sinaloa. They lived at Los Angeles for about fifteen years, then moved to San Luis Rey and San Diego in 1796. Rodriguez, like Vanegas, was a mayordomo (foreman) for those missions. He died at San Luis Rey about 1817, and his widow lived for a time al San Diego with a married daughter. In 1822 she moved to Los Angeles, where another daughter lived, and died there in 1824.

Several descendants of this family live in Orange, San Diego and Los Angeles counties. Many members of the Ontiveros family are descended from the Roridguez' daughter Maria Antonia. Another daughter married Los Angeles' first Cuban resident, Manuel Bustamante, and they still have descendants by that surname at San Gabriel.

Antonio Mesa, *negro,* and **Gertrudis Lopez,** *mulata.*

Mesa was born in Alamos, Sonora, the son of a black slave and an Indian woman, although the census of 1781 states he was purely African in ancestry. In 1767 he and Gertrudis Lopez were married, and by 1780, when he enlisted to be a *poblador* of Los Angeles, the couple had two children. After their arrival at Los Angeles in 1781, Mesa and his family were apparently disillusioned with life in California, and asked to return home. Though somewhat younger than the other two who wished to leave Los Angeles, Mesa evidently had no aptitude for farming. He left from San Diego in the spring of 1182, presumably for his home in Alamos. He may have returned to work in the silver mine of Ana Maria de Aragon, his father's owner.


Leather Jackets
Islands
Bay of Smokes
Cabrillo's Log
Portola's Route
Pueblo
San Gabriel Mission
Yangna Village
Los Angeles River
Portola's Route
Appendix 13
The New World
Maps
Taxes
No
Yes
No Taxation
Key
Portola's Route
Indian Village
Island
Mountain
Yangna Village
San Pedro
sextant
35° Latitude
Period: Explorers and Settlers
Time: 1542-1784
N
W
E
S